FY 2006-07
School Improvement Plans
& Grants

Completed Plans Due to SDE by December 15, 2006
Completed Plans Due to LEA by November 1, 2006

Instructions for Idaho's
Local Education Agencies

Idaho State Department of Education

Dr. Marilyn Howard
State Superintendent of Public Instruction

Fall 2006

Calendar for Developing School Improvement Plans

School Improvement Planning Workshops*
August 8-9, 2006   Boise
August 14-15, 2006   Idaho Falls
August 16-17, 2006   Moscow

*Workshop PowerPoint available for downloading http://www.sde.state.id.us/sasa/school.asp

School Improvement Grant Application available online at http://www.sde.state.id.us/sasa/school.asp

November 1, 2006   Plan due for LEA Review

December 15, 2006   Deadline for submission to SDE

The format for the grant application provides explicit guidance for schools and districts to meet the requirements of NCLB. Thoroughly discussing all of the guidance questions for each of the ten essential components (I-X) can serve to insure that you have considered and addressed the required elements of school improvement for NCLB. Technical Assistance is available at the SDE. Contact Deb Pfost at dmpfost@sde.idaho.gov (208) 332-6905.

SCHOOL IMPROVEMENT

INSTRUCTIONS FOR IDAHO LOCAL EDUCATION AGENCIES

Important note: This document contains forms, basic program information, plan criteria, and plan instructions for FY 2006-07 LEA School Improvement Plan under the School Improvement of Title I-A of the No Child Left Behind Act of 2001.

Components of School Improvement: School Improvement plans will follow the guidelines as required by No Child Left Behind Act of 2001. School Improvement Plans must address all aspects of school effectiveness. **All eleven** of the components listed and described below must be aligned by means of a carefully planned school reform model designed to directly address the school's identified needs. *A Plan that fails to address all 11 components in rigorous fashion cannot be considered for funding.*

The 11 required components are as follows:

(1) **Effective, research-based methods and strategies**: A comprehensive school reform program employs innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics.

(2) **Comprehensive design with aligned components**: The program has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students—including children from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging State and local content and performance standards. The design must directly address needs that have been identified through a school needs assessment.

(3) **Professional development**: The program provides high-quality and continuous teacher and staff professional development and training.

(4) **Measurable goals and benchmarks**: A comprehensive school reform program has measurable goals for student performance tied to challenging State and local content and student performance standards, as those standards are implemented, and to specific benchmarks for meeting the goals.

(5) **Support within the school**: The program is supported by school faculty, administrators, and staff.

(6) **Parental and community involvement**: The program provides for the meaningful involvement of parents and the local community in planning and implementing school improvement activities.

(7) **External technical support and assistance**: A comprehensive reform program utilizes high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement.

(8) **Evaluation strategies**: The program includes a plan for the evaluation of the implementation of school reforms and the student results achieved.

(9) **Coordination of resources**: The program identifies how other resources (Federal, State, local, and private) available to the school will be utilized to coordinate services to support and sustain the school reform.

(10) **Extended instructional time:** Before, during and after school and summer school.

(11) **Mentor program:** Must be developed and sustained to assist all teachers.

Plan Contents: This section describes the required contents of a School Improvement Plan.

Each LEA plan must include the following:

1. **Cover Page.** Provide the requested information on the plan cover page, including the signatures of the LEA superintendent or authorized representative <u>and</u> of the chair of the local board of trustees. Be sure to allow sufficient time after completing the plan to obtain both signatures. Plans must have both signatures.

2. **Assurances and Certifications.** Provide the signature of the LEA superintendent or authorized representative.

3. **Abstract.** Provide an abstract of the proposal that briefly describes the school at which the program will be implemented, concisely describes the planned comprehensive school reform model, and summarizes the intended results of the school reform program.

4. **Identification of the School.** Include a description of the community or area served by the school, the number and characteristics of the school's students and faculty, the grades served, and any other pertinent information that is unique to the school. The accreditation status of the school and the status of the School Improvement Plan (SIP) should be identified.

5. **Sustainability.** The narrative must describe the plans of the school and the LEA to ensure that the accomplishments of the program are supported and sustained when School Improvement support ends.

6. **The Role and Organizational Capacity of the LEA.** An applicant must describe how the comprehensive reform program will be **supported and managed by the school district**. A description of the roles to be played by district-level staff, as well as school-level faculty, staff, administrators, and others, to support the program should be included.

7. **Equitable Participation.** Plans must describe the steps the LEA and/or its participating schools propose to take to remove barriers that may exist to the equitable access to, or equitable participation in activities that the district undertakes with funds from programs included in the School Improvement plan. The plan should provide a succinct description of how it plans to address those barriers that are applicable to its circumstances.

   For example, if a school's School Improvement proposal includes family literacy activities serving adults with limited English proficiency, it might describe in its plan how it intends to distribute brochures about the proposed activities to such potential participants in their native language. Or, if a school's plan proposes to develop instructional materials, it might describe how it would make the materials available on audio tape or in Braille for students who are blind.

8. **Program Narrative - The Application.**

Organizing your School Improvement Plan

This is a two year plan. The application must be completed online in the Continuous Improvement Planning Tool. *http://www.sde.state.id.us/accreditation/* **The application will be written to address the eleven essential components of NCLB, and organized to answer the following considerations:**

TEN ESSENTIAL TOPICS
   I. **Statement of Purpose**

   II. **Instruction: Instructional Methods and Strategies; Extended Instructional Time; Curriculum Materials**

   III. **Needs Assessment Summary**

   IV. **Implementation and Evaluation Strategies**

   V. **Assessment Plan**

   VI. **Classroom Management**

   VII. **Professional Development and Mentor Program**

   VIII. **Parental Involvement**

   IX. **School Management**

   X. **Coordination of Resources (budget)**

I. Statement of Purpose

The purpose of your grant application has been established by the law. The Statement of Purpose is written in the Continuous Improvement Planning Tool as follows:

> *The plan has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a school-wide reform plan designed to enable all students—including children from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging State and local content and performance standards. The design directly addresses needs that have been identified through a school needs assessment.*

Continuous Improvement Planning Tool

Schools: State and Federal Requirements → No Child Left Behind School Improvement → Statement of Purpose

Districts: State and Federal Requirements → No Child Left Behind District Improvement → Statement of Purpose

II. Instruction: Instructional Methods and Strategies; Extended Instructional Time; Curriculum Materials

This component of your plan will describe the system that you have in place and the changes you will make in the core curriculum (Tier 1) of math and reading. Particular attention will be given to how the assessment plan creates a safety net that triggers (Tier 2) interventions for students who are identified as needing additional practice, time, and/or instruction. A third tier (Tier 3) will allow for those students that require intensive intervention to bring them to grade level and maintain their achievement. These interventions will be described in terms of time, materials, instructional strategies and who will be responsible for instruction. Document the research base that supports your choice of instructional strategies and materials.

- Does the assessment plan continuously inform administrators, teachers, staff and parents about the achievement of students enrolled in the core program?
- Does your existing assessment plan properly identify students in need of intervention?
- Have you identified the core and intervention materials that will meet the needs of your students? Materials for intensive interventions? Have you documented the research base that shows evidence of success with the students you have identified for intervention?
- Does the schedule create time for students in need of additional and extraordinary scaffolding and support?
- Are your instructional staff members organized to collaborate to provide support to one another and provide appropriate and timely intervention?
- Are your most skillful teachers providing instruction to the most at-risk students?

- Have you aligned the support staff and specialist staff to support all learners in the school? (Including counselors, paraprofessionals, Special Education, Title I, etc.)
- Plan for professional development and planning time as you consider changes in time, materials, strategies and resources.
- Who will manage the interventions, data collection and monitoring of the fidelity of implementation of programs and materials?
- Who will monitor placement of students in interventions and plan for transitioning them out of interventions appropriately?
- Is your instructional plan coherent?
- Does your plan adequately address the students who are at and above grade level?

Continuous Improvement Planning Tool
Schools: Planning Components → Instructional Strategies
Districts: Planning Components → Instructional Strategies

III. Needs Assessment Summary

What do you need? What do you need to do or assess to set your school up for success? The needs assessment summary is the <u>foundation</u> for the plan. In addition to data on student achievement, present data on professional development, context and organization, curriculum and instruction, and family and community involvement. The data and descriptions presented in the Needs Assessment Summary will link to the objectives and action strategies in the plan. (Objectives and action strategies that cannot be linked to data will require explanation.) Have you articulated a plan assessing staff support for overcoming the barriers to meeting the rigorous task of NCLB?

- Are the goals and benchmarks clear to all stakeholders?
- Is your School Improvement Plan one more initiative in a long list of "must do's" or is it a shared priority for staff, students and community?
- Have you clearly presented student achievement data?
- Have you used your data to reveal the areas that need attention?
- Have you specifically reviewed and analyzed the data for "children from low-income families, children with limited English proficiency, and children with disabilities?"
- Have you examined the materials that you use for core curriculum instruction to verify that they are scientifically-based research and the best that you can find?
- Have you examined the materials that you have and identified other scientifically-based research materials that will support interventions?
- Have you identified gaps or weaknesses in instructional practice of your staff to address the need above?
- Will it be necessary to provide training in the use of new curricular materials identified for core curriculum or intervention?
- How will you extend the learning time for those students who will be identified as needing additional support?
- Have you clearly presented the data to inform other areas identified for improvement (e.g. classroom management, professional development, etc.)?
- Have you included data to support all of the planned activities?
- Have you identified areas that you will be collecting data for the first time?

- Have you determined the needs for curricula for benchmark, strategic and intensive learners, not just those targeted for AYP?
- Have you determined how much technical support and professional development your staff will require to make the changes you are planning?

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Continuous Improvement Planning Tool

Schools: Needs Assessment → Needs Assessment

Districts: Needs Assessment → Needs Assessment

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IV. **Implementation and Evaluation Strategies**

Implementation Strategies are the course of action you will take to meet the needs of your school as described in III. Needs Assessment Survey within the framework of II. Instruction. Remember this is a two-year plan. The evaluation strategies component is your <u>monitoring system</u> for the implementation of your School Improvement Plan. Your student achievement data will be a part of this monitoring system; it supports your documentation that the plan is being implemented. As you describe your goals and activities, be sure that you define starting points for your implementation so that you can monitor the progress of the implementation. Your monitoring system will document your progress and identify adjustments that can be made during the school year. Monitoring may be documented with quantitative or qualitative measures. Your monitoring plan will also describe what happens when the plan isn't working. How will you refocus when planned interventions are not making a difference? Have you established criteria for knowing that you are making a difference?

- Have you established criteria for monitoring the staff support of the plan?
- Does your monitoring system address all of the nine essential topics?
- Have you established criteria for formative evaluation throughout the year?
- Does the assessment component inform the evaluation of implementation?
- Is there a plan to monitor the quality of implementation of new curricular and intervention materials?
- Does your plan include a calendar of checkpoints to monitor goals and activities?
- Does your calendar include celebrations of success?
- Do you have a plan for managing the "push back" that every implementation has to overcome to succeed?
- Does your monitoring plan include shared leadership? Is the mantle of leadership shared?

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Continuous Improvement Planning Tool

Schools: Action Plan → Overall Goals. Enter all objectives and action strategies under goal 4. Increase academic performance on statewide assessments. Objectives → Add Another Objective (enter your objective including the evaluation) Take Action → Develop (enter the required information) → Save. All of your goals, objectives, and action strategies can be seen by returning to the Main Menu and clicking on Action Plan → Action Plan.

Districts: Action Plan → Overall Goals. Enter all objectives and action strategies under goal 4. Increase academic performance on statewide assessments. Objectives → Add Another Objective (enter your objective including the evaluation) Take Action → Develop (enter the required information) → Save. All of your goals, objectives, and action strategies can be seen by returning to the Main Menu and clicking on Action Plan → Action Plan.

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Continuous Improvement Planning Tool

Schools: Planning Components → Coordination of Programs

Districts: Planning Components → Coordination of Programs

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V. **Assessment Plan**

An assessment plan is a blueprint for gathering and managing the monitoring of student achievement and program implementation. Data will be collected at the student, classroom, grade and school levels. Frequent collaboration among the grade-level teams, including specialists and administrators, may help teachers to use assessment information to inform instruction and intervention. Teachers must understand how the investment of time and effort in assessment can improve the effectiveness of targeted instruction.

- Does your assessment plan utilize data to identify program weakness?
- Does your assessment plan utilize data to evaluate the efficacy of interventions?
- Does your assessment plan utilize data to identify individual student needs?
- Does your assessment plan differentiate the regularity of assessment for at and above grade-level (benchmark), near grade-level (strategic learners), and students who are one or more grade-levels behind (at risk)?
- Have you linked instructional decision-making to the continuous assessment plan?
- How will your assessment information be shared with parents?

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Continuous Improvement Planning Tool

Schools: Planning Components → Monitoring and Evaluation of Student Progress
Districts: Planning Components → Monitoring and Evaluation of Student Progress

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VI. **Classroom Management**

Classroom management includes the day-to-day discipline in classrooms as well as management of instructional grouping, instructional procedures, time and resource management and processing assessment data. The administrator monitors all classroom management through advanced planning with staff, working with parents and a constancy of presence in classrooms. The administrator is informed by a thorough knowledge of high quality, rigorous, standards-based instruction and offers differentiated support to individual staff members.

- Have you assessed the consistency of management procedures across all classrooms?
- Is your schoolwide management plan clear to all stakeholders?
- Is there agreement about the level of expectations for behavior?
- Do *all staff* members take responsibility for *all students?*

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Continuous Improvement Planning Tool

Schools: Planning Components → School and Classroom Management Summary
Districts: Planning Components → Coordination of Programs → Describe how the continuous improvement planning incorporates existing district planning.

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VII. Professional Development and Mentor Program

Professional development and mentoring are not "training." Both are required. Teachers must be trained in the proper use of curricula, intervention and assessment materials. But more important is the investment in developing professional behaviors, including but not limited to, collaboration, problem-solving, analysis of behavior and data, management, reflective practice, shared leadership and decision-making.

- Have you provided adequate training in the use of new materials and strategies?
- Have you assessed expertise with existing programs in case retraining is needed?
- Have you provided on-going training for sustainability?
- Does your plan include regularly scheduled time for collaboration and mentoring?
- Does your plan include a continuous conversation of rigor?
- Is your administrator prepared to differentiate professional development for individual teachers?
- Do you have district support to maintain your professional development plan?

> **Continuous Improvement Planning Tool**
> **Schools:** Planning Components → Highly Qualified Staff and Professional Development
> **Districts:** Planning Components → Highly Qualified Staff and Professional Development

VIII. Parental and Community Involvement

Schools make choices. They might conduct only a few communications and interactions with families and communities, keeping the three spheres of influence that directly affect student learning and development relatively separate. Or they might conduct many high-quality communications and interactions designed to bring all three spheres of influence closer together. With frequent interactions among schools, families and communities, more students are likely to receive common messages from various people about the importance of school, of working hard, of thinking creatively, of helping one another and of staying in school. (Epstein, J., School, Family and Community Partnerships P.8)

For part VIII, describe the goals and activities that will bring the three spheres of influence together to support your students, parents and community.

- Have you considered two-way communication with parents?
- Will parent workshops be designed to support student learning and parent/community involvement?
- Have you considered a network of communication that includes all three spheres described by Epstein?
- Do your volunteering opportunities recognize and include more than the typical in-school helper model?
- Does you homework policy include more than the typical extension or practice of schoolwork? Are assignments designed to involve family and community outside the school?

- Is there a place for sharing decision-making with parents and community? Are the shared decisions meaningful and is parental input considered routinely in all important school-based decisions?
- How can your school interact with the community of parents and families, neighborhoods, community and business partners who share an interest in the success of your school?
- Be specific, for each goal; specify if the focus is academic achievement for students, better relationships with families, improving the school-home relationships or improving community relationships.

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Continuous Improvement Planning Tool

Schools: Planning Components→ Parent and Family Involvement

Districts: Planning Components→ Parent and Family Involvement

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IX. **School Management**

Historically, school management was management of schedules, numbers, students, buses and building. Although a building administrator is still expected to manage all of that, he/she is also the critical instructional leader in the school. The qualities that make an outstanding school, providing the best possible opportunity for all learners, weigh heavily on the principal. The principal must have a clear understanding of the mantle of leadership and how it can be shared. As the focus of the school shifts to student achievement, the management of the school also changes.

- What are the changes that have occurred as your school has shifted focus to high achievement for all students?
- Who makes decisions about curricula, interventions, instructional grouping, before and after school interventions?
- What part do parents share?
- Do all staff members support all students?

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Continuous Improvement Planning Tool

Schools: Planning Component → Coordination of Programs → School and Classroom Management Summary

Districts: Planning Components → Coordination of Programs → Describe how the continuous improvement planning incorporates existing district planning.

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X. **Coordination of Resources (Budget)**

- Prepare a thorough budget for the project. The budget for the first year of the project should be particularly detailed, but expenditure plans for the second year of the project should also be presented.

- The budget should clearly identify how the School Improvement Plan would be expended. In addition, the source and amounts of other funds needed to operate the project should be presented.
- A budget narrative describing the basis for determining the amounts shown in the budget must also be included. The budget and the budget narrative should reflect the coordinated use of resources described in the program narrative. The use of funds requested for administration, technical assistance and evaluation activities, if any, should be described. If School Improvement funds are to be used for administrative costs, those costs may not exceed five percent (5%) of School Improvement funds in any year.

Continuous Improvement Planning Tool

Schools: State and Federal Requirements → No child Left Behind School Improvement → Coordination of Resources

Districts: State and Federal Requirements → No child Left Behind School Improvement → Coordination of Resources

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School/District Information:

Continuous Improvement Planning Tool

Schools:
- **Strategic or Improvement Planning Committee:** School Information → Committee Members
- **Mission Statement:** School Information → Mission Statements
- **School Information:** School Information → School Contact Information
- **Overview of School Characteristics:** School Information → Overview of School Characteristics

Districts:
- **Strategic or Improvement Planning Committee:** District Information → Committee Members
- **Mission Statement:** District I Information → Mission Statements
- **School Information:** District Information → District Contact Information
- **Overview of District Characteristics:** District Information → Overview of District Characteristics

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Plan Submission Procedures: The School Improvement Plan must be received by 5:00 PM on December 15, 2006. *Applicants should note that the plan must actually be <u>received</u> by the deadline, NOT simply mailed by that date.* **All applicants must submit hard copies of the certification and assurance pages with original signatures.** Arrival of the certification and assurance pages at the SDE indicates completion of the remainder of the plan in the Continuous Improvement Planning Tool.

Plans may be submitted early. Schools in their second and third year of school improvement will be considered as soon as they are received and approved.

Certified or registered mail is not required, but the applicant may wish to use overnight or express mail service if submission is made close to the deadline. No less than first-class mail should be used. Faxed or electronically submitted certification and assurance pages will not be accepted.

Pages sent by United States Postal Service should be addressed to:

> **Idaho Department of Education**
> **School Improvement**
> **Attention: Deb Pfost**
> **P.O. Box 83720**
> **Boise, ID 83720-0027**

Most private parcel delivery services will not deliver to an address containing a post office box number. Therefore, proposals sent by a private delivery service should be addressed to:

> **Idaho Department of Education**
> **School Improvement**
> **Attention: Deb Pfost**
> **650 West State Street**
> **Boise, ID 83702**

Hand-delivered proposals will be accepted daily between the hours of 8:00 AM and 5:00 PM except Saturdays, Sundays or State holidays. Hand-delivered pages should be brought to the Idaho Department of Education, Second Floor Reception Desk, Len B. Jordan Office Building, 650 West State Street, Boise.

No Child Left Behind School Improvement Budget Page
2006-07

Obj. Code	Description	TITLE I-A Local School Improvement Funds		Other Funding		Other Funding		District Funds		TOTAL
		Regular Term	Summer Term	Regular Term	Summer Term	Regular Term	Summer Term	Regular Term	Summer Term	
100	Salaries									
200	Employee Benefits									
300	Purchased Services									
380	Travel Expenditures									
400	Supplies and Materials									
500	Capital Objects									
2006-07 PROJECT TOTALS										

School Name:

District NAME & #: